DOCUMENT RESUME

ED 354 955 JC 930 125

TITLE	Austin Community College Learning Resource Services Strategic Plan, 1992-1997.
INSTITUTION	Austin Community Coll., Tex.
PUB DATE	92
NOTE	71p.; For the 1989 and 1990 Annual Reports on Learning Resource Services, see ED 331 570.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Libraries; College Planning; Community Colleges; *Educational Technology; Evaluation Methods; *Facility Planning; Facility Utilization Research; *Learning Resources Centers; Long Range Planning; *Mission Statements; Program Budgeting; Program Content; *Program Evaluation; Resource Materials; School Surveys; Two Year Colleges
IDENTIFIERS	*Austin Community College TX

ABSTRACT

Designed as a planning tool and a statement of philosophy and mission, this five-part strategic planning report provides information on the activities, goals, and review processes of the Learning Resource Services (LRS) at Austin Community College in Austin, Texas. The LRS combines library services, access to computer terminals, and other educational support services in district Learning Resource Centers (LRC's). Following an introduction, the report reviews the LRS organizational structure, indicating that full-service LRC's are operated at the college district's three main campuses and at three extension campuses, while evening centers are maintained at four area high schools. Also included are data on budget allocations for 1991 and patron use and acquisitions for 1988-1991, showing an increase of approximately 20% in number of reference questions answered, hours of computer center use, and circulation of audiovisual equipment from 1990 to 1991. The next two sections of the report detail the LRS mission, goals, and objectives for 1992, and present an action agenda for the future of the LRS, covering the divisions of Library Services, Instructional Technology, Instructional Development, and Technical Services. The final section reviews the steps used in program evaluation, including the annual distribution of surveys to LRS managers requesting information on objectives completed during the preceding year. Appendixes include survey instruments for students, faculty, and staff; a detailed explanation of operational imperatives; the performance review and feedback instrument for LRS managers; a summary of environmental influences; LRS site maps; and accreditation criteria. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354955

AUSTIN COMMUNITY COLLEGE
LEARNING RESOURCE SERVICES

Strategic Plan

1992-1997

Approved: LRS Management Team August 11, 1992

Approved: Academic Council September 29, 1992

STRATEGIC PLANNING TASK FORCE

Margaret Peloquin, MLIS
Head Librarian, RVS — Chair

Jeanette Cates, Ph.D.
Coordinator of Instructional Development

Sebiletso Matabane, Ph.D.
Coordinator of Instructional Technology

W. Lee Hisle, Ph.D.
Director of Learning Resource Services

JC 930 125

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Iglehart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

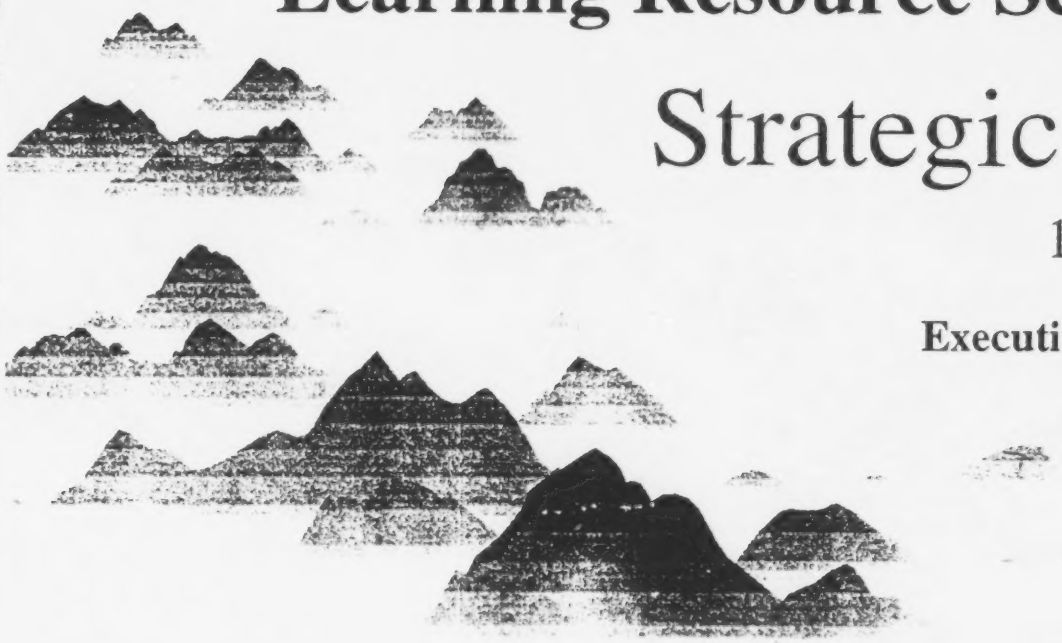
☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Learning Resource Services



Strategic Plan

1992-1997

Executive Summary

Austin Community College

Introduction

The Austin Community College Learning Resource Services (LRS) Strategic Plan has been developed to provide:

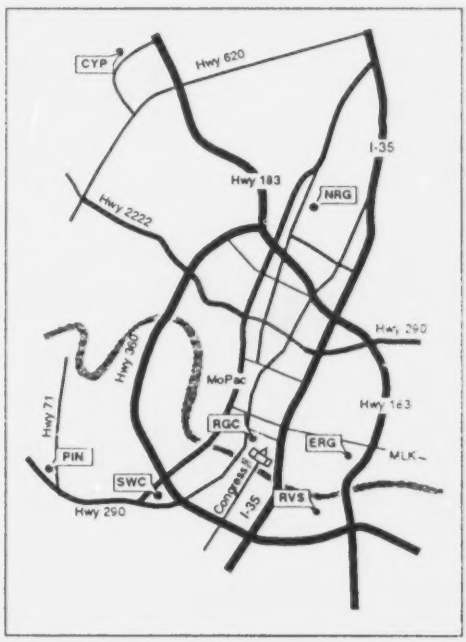
- a planning tool for future development of LRS services;
- a statement to place the LRS in context with the College and with the outside environment;
- a framework for setting LRS objectives and measuring their accomplishment;
- a document to orient current and new ACC faculty and staff to the LRS and its mission and to foster an appropriate organizational climate;
- a base-line document intended to change and be revised as forces require;
- a document of philosophy and mission from which budgets are developed, programs are designed, activities and staff are evaluated, and unity of purpose is exhibited.

The LRS Strategic Plan is the result of many hours of work: surveys, interviews, retreats, and meetings. These efforts were essential to the development of the heart of the Strategic Plan, the LRS Mission, Goals, and Objectives. These principles will enable the LRS to sustain planned change and growth, as well as to continue to offer quality basic services.

All present and future activities of the LRS are tied directly to accomplishment of the Goals and Objectives, leading to the achievement of the LRS Mission. The LRS Mission is in support of the College Mission as developed and explicated in *ACC 2000: Building a Future Together*. The LRS Strategic Plan has been developed to reflect directly the values of ACC as described in *ACC 2000*: Quality, Flexibility, Accessibility, and Diversity. Consequently, we intend LRS activities to demonstrably help ACC to meet its fiscal, legal and moral mandates.

As a result of the strategic planning effort, we in LRS know where we are and where we want to go. Just as importantly, we can plan how to get there and evaluate our effectiveness on arrival.

LRS Organizational Overview



The Austin Community College Learning Resource Services is comprised of the divisions of Library Services, Instructional Technology, Instructional Development, and Technical Services. Learning Resource Centers (LRC), which are located on each of the main and branch campuses in the district, are the physical spaces shared by LRS departments to provide services to the ACC community. Each division also provides services directly to the college community exclusive of operations within the LRC.

LRS offers whatever educational support services may be needed by faculty and students in the pursuit of their educational goals.

Organized under a district director, the LRS provides consistent quality of services to ACC students, faculty, and staff district-wide. In addition to the Director, there are seven members of the LRS Management Team who participate in the development and operation of LRS.

Thirteen additional librarian faculty and professional-technical staff work in LRS, along with approximately 70 additional classified, hourly, and student staff members.

LRS operates full-service Learning Resource Centers at the three main campuses, NRG, RGC, and RVS, as well as smaller LRCs at the extension campuses, SWC, ERG, and CYP. Additionally, evening off-campus LRCs are operated in four high school locations, Reagan, Bastrop, Westwood, and Round Rock. The LRS has over 102,000 volumes of materials college-wide, can seat over 870 students, provides 97 microcomputer stations, has 48 library automation ports online, and occupies over 47,000 square feet. In FY 1991, almost 800,000 patrons entered an LRS facility. Reference questions, use of the computer centers, and audiovisual equipment circulation were each up at least 20 percent for the year.

Goals	Objectives
♦ Take an active role in the educational process by integrating LRS with the instructional programs, student support services, and administration of the College.	• Determine the need for expansion, design or development of new learning resources and services by investigating the instructional and other services of the College; Implement, integrate and maintain the services and resources needed to support the College's mission; promote LRS resources and services, emphasizing LRS integration into the College's educational process; Evaluate LRS involvement in the educational process of the College and make necessary revisions to insure continued appropriateness to changing needs.
♦ Provide the resources and services to support the educational programs and institutional goals of the College.	• Investigate and select appropriate instructional materials, equipment and services to support the programs of the College; Acquire equipment and acquire, develop, and/or produce materials and services compatible with the educational needs of students, faculty and staff; Implement new services and maintain materials and equipment in appropriate and usable physical condition; Organize and provide access to resources and services so that they are appropriately available to students, faculty and staff; Promote resources and services to enhance the educational process of the College; Evaluate LRS resources and services on a regular basis and make necessary revisions. A survey of students, faculty and staff will be conducted every other Spring.
♦ Increase the efficiency and effectiveness of LRS and the College through the development and use of instructional and information technology.	• Investigate new technologies and develop plans for their appropriate use for delivering instruction, managing resources and improving access to collections, services and information; Select, acquire, develop and/or produce existing and/or new technologies for effective LRS and College operations; Implement, utilize and maintain appropriate technologies for effective LRS and College operations; promote new and existing instructional and information technologies; Evaluate and revise existing and new technologies to insure effective support of LRS and College operations.
♦ Meet the diverse service requirements of the College through a service-oriented staff with a wide range of knowledge, skills, and experience.	• Plan for, recruit and recommend for employment qualified people possessing a commitment to the community college mission and philosophy; Provide appropriate personnel assessment and training for successful employee performance; Assign personnel to appropriate positions to insure maximum effectiveness in providing services; Encourage and support staff development through in-house activities and by providing opportunities for professional development; Encourage retention of LRS employees.
♦ House LRS resources and services in a manner designed to meet user and staff requirements, assure collection security, safeguard the condition of resources, and promote efficient operations.	• Provide adequate, appropriate and secure space necessary to insure efficient and effective delivery of services to the students, faculty and staff of the College; Strive to design and organize facilities consistent with required standards, professional guidelines and LRS goals.
♦ Establish and maintain constructive lines of communication and promote the use, operation, and development of LRS resources, services and technology.	• Continue to investigate and prepare plans to promote LRS use and establish internal and external lines of communication; Develop and maintain appropriate mechanisms and materials to encourage use and knowledge of LRS; Promote LRS resources and services by educating students, staff and faculty to the possible uses of LRS; Evaluate on a regular basis the effectiveness of LRS communications and public relations and make necessary revisions.
♦ Manage effectively a dynamic and flexible organization capable of anticipating and responding to the evolving responsibilities of LRS.	• Director and LRS Management Team will maintain an effective, efficient and accessible management structure through ongoing investigation, analysis and planning; Continue to implement and maintain a flexible organization and management structure capable of anticipating and responding to the evolving responsibilities inherent to any unit of the College; Evaluate and revise the policies, procedures and any additional operations necessary to maintain efficient, effective and appropriate organizational structure consistent with the College structure and goals.
♦ Endeavor to meet the accepted standards and principles of the profession.	• Monitor LRS performance in light of appropriate standards; maintain policies and procedures which insure LRS adherence to appropriate standards; Develop policies and procedures which will bring LRS into compliance with appropriate standards.

BEST COPY AVAILABLE

Action Strategies

• Enlarge and improve the Instructional Development department to become a fully integrated support service to the College; Develop the Library-Use-Instruction program, designed to teach critical thinking skills and life-long research skills, in order to reach most ACC students regardless of their curricular area. Place emphasis on instruction to ACC students in developmental education; Provide for the development and use of state-of-the-art instructional technologies to support the classroom experience or as a supplemental form of curricular information, (Also Goal 3); Provide to students at branch campuses, other ACC sites and homes information services, delivery systems, and educational technology which are comparable to those provided at the main campuses; Develop the Microcomputer Support Program to better support the College; Link with Non-Traditional Instruction for support of technology-based instruction.

• Expand the size and depth of the LRS materials collection. A collection size of seven volumes per student is desired; Increase the number and types of instructional equipment.

• Upgrade the Automation System to handle current College requirements, to provide the power and size for additional services to LRS patrons, and to implement information and communications for general college support; Establish communication networks to support and facilitate information transfer within the LRS, between College staff, and between the College and external sources of information. (Also Goal 1)

• Provide for continuing education and other staff development activities enabling the faculty and staff of the LRS to meet the needs of the future; Seek to maintain open lines of communication in the management of LRS activities. Encourage staff participation in setting the direction and evaluating accomplishment of the LRS; Continue to promote the LRS and Austin Community College in local, state, national, and international LRS organizations. ACC LRS faculty and staff will continue to provide leadership to their professional associations and to their profession in general.

• Prepare for new LRS facilities and new sites of operation as needed; Promote the need for expanded LRS facilities appropriate to student populations and instructional programs, particularly on the main campuses.

• Publicize LRS, and its activities which enhance the educational process, to the faculty and staff of the College.

• Ensure consistency of LRS procedures, evaluation, and quality of services across the district; Evaluate LRS services, and the LRS Strategic Plan, on a regular basis. Modify activities and planning to accommodate new needs; Seek outside funding for LRS programs and plans; Develop the LRS program of support to the College using the LRS Strategic Plan as a guide for unified, consistent, and planned action.

• Evaluate LRS programs and actions in light of accepted professional standards and principles.

LRS Strategic Plan 1992-1997

Mission

The Learning Resource Services helps fulfill the legislative mandate of community colleges by supporting and strengthening the pedagogy of teaching and the process of learning as they affect all students, faculty, staff and the community.

LRS Management Team

W. Lee Hisle, Director LRS
Julie Todaro , Head Librarian, RGC
Margaret Peloquin , Head Librarian, RVS
Cary Sowell, Head Librarian, NRG
Nathan Tinnin, Head Librarian, E.S.
Joanna Tousley-Escalante, Head Librarian, T.S.
Jeanette Cates, Instructional Development Coordinator
Richard Smith, Instructional Technology Coordinator

BEST COPY AVAILABLE

Future of LRS

The future of Learning Resource Services holds great promise and challenge. The historic and still relevant functions of LRS—providing space for student study, reference, AV equipment circulation, or developing instructional programming to supplement the classroom experience, for example—will continue. However, the changes in the nature of information, as well as its storage and manipulation, will compel the LRS to adopt new methods of providing both old and new services. The increasing power of educational and information technology will transform how LRS interacts with its patrons; it also will change the way LRS supports the college in more fundamental ways. The ability will exist for students or faculty to access the LRS database from within the LRCs or from remote locations. Once online, they will find, not only ACC-owned materials, but also periodical indexes, distant library collections, and even multimedia materials of interest. Moreover, the potential will exist, using the power and flexibility of technology, for LRS to coordinate electronic communications for the college allowing students, faculty, and administrators to communicate more effectively.

Libraries

Libraries will continue some of the more traditional services. Increasingly, however, librarians will take on the role of *guide* to students and faculty in using complex databases to obtain information. Electronic database search skills will become more important although skills in traditional reference interview techniques will not decrease. Reference skills will be developed to deal with multicultural influences and patrons with disabilities.

Library-use Instruction will become more important. A college-wide plan of adoption may be envisioned allowing systematic curricular modification to implement research skills for life-long learning into many ACC classes.

Instructional Technology

Although most current and traditional instructional technologies will remain valid and useful in at least the near future, we can expect, for example, continued transition from motion-picture film to video. The revolution in instructional technology, combining audio and video with computer controls and manipulations, has the potential to influence curriculum design and modification as much as did the original advent of audiovisual teaching techniques in the 1950s and 60s.

The ability of students to access instruction and instructional support programs from distant sites will demand changes in delivery systems and procedures. Faculty will become more accustomed to using technology in their instruction and consequently will require greater facilities for support. Faculty productivity areas will include microcomputers linked to various information sources accessing graphics, video or still images, audio, and selections from print materials. Technology will continue to develop. Continuing education will be required for all professionals and staff.

Instructional Development

Just as technology will have a significant impact on the instructional materials and equipment to be delivered in support of instruction, advances in technology will require continued growth in the skills of instructional developers. As the complexity and power of technology increases, instructional developers will be required to lead the efforts in developing and adapting current technology to integrate with the curriculum. With expertise in learning theory and instructional design, instructional developers may investigate the intricacies and applicability of emerging technologies to classroom instruction. LRS will coordinate with other departments of the College to offer technology-based instruction in order to overcome bricks and mortar barriers to instructional resources.

Technical Services

Revolution in technical services has occurred with the arrival of the integrated library automation system. In the future refinements such as linking the ACC LRS catalog with local, regional, and national databases will be possible. Periodical indexes and other electronic information sources will be available to all users of the integrated system. Distant users of the system will be capable of accessing information online, as well as integrating with off-line delivery systems.

The future in technical services could very well encompass a larger role in the college. The LRS Technical Services could be a point of information and communication, about and between all segments of the college. The power will exist to offer electronic communication links between work groups (President's Cabinet or Academic Council, for example) and to communicate important information from any college department to any user of the system.

Strategic Planning Task Force

Margaret Peloquin, MLIS
Head Librarian, RVS — Chair

Jeanette Cates, Ph.D.
Coordinator of Instructional Development

Sebiletso Matabane, Ph.D.
Coordinator of Instructional Technology

W. Lee Hisle, Ph.D.
Director of Learning Resource Services

ACC Board Of Trustees

Mack Ray Hernandez, Chairman

Dr. Carol Nasworthy, Vice Chairman

Paul Linehan, Secretary

Beverly Davis
Hunter Ellinger
Pete Foster
Della May Moore
Dr. Bruce M. Murray
Murray Shaw

Roland Smith, Interim President

10/92

TABLE OF CONTENTS

INTRODUCTION 3

ORGANIZATIONAL OVERVIEW: LEARNING RESOURCE SERVICES 4
- BUDGET ALLOCATIONS - 1991 5
- STATISTICS 1988-1991 6

LRS MISSION, GOALS, AND OBJECTIVES—1992 7

FUTURE OF LRS: ACTION AGENDA 12
- OVERVIEW: FUTURE POTENTIAL 12
  - Libraries 12
  - Instructional Technology 13
  - Instructional Development 13
  - Technical Services 13
- PERFORMANCE PLAN 15
  - Focus of Energies 15
  - Action Strategies 15

REVIEW AND FEEDBACK PROCESS 18
- EVALUATION OF ANNUAL PROGRESS 18
  - Steps 18
- STRATEGIC PLAN REVIEW 18

APPENDICES 20

APPENDIX A: PROCESS OF STRATEGIC PLANNING ACC/LRS 20

APPENDIX B: SURVEY INSTRUMENTS 24

APPENDIX C: SUMMARY OF SURVEYS, INTERVIEWS AND DISCUSSIONS 31

APPENDIX D: OPERATIONAL IMPERATIVES 32

APPENDIX E: PERFORMANCE REVIEW AND FEEDBACK INSTRUMENTS 38

APPENDIX F: SUMMARY OF ENVIRONMENTAL INFLUENCES 47

APPENDIX G: LRS ORGANIZATION, SERVICES AND SITES 49

APPENDIX H: STANDARDS — GOAL EIGHT DOCUMENTS 53

INTRODUCTION

The Austin Community College Learning Resource Services Strategic Plan has been developed to provide:

- a planning tool for future development of LRS services;
- a statement to place the LRS in context with the College and with the outside environment;
- a framework for setting LRS objectives and measuring their accomplishment;
- a document to orient current and new ACC faculty and staff to the LRS and its mission and to foster an appropriate organizational climate;
- a base-line document intended to change and be revised as forces require;
- a document of philosophy and mission from which budgets are developed, programs are designed, activities and staff are evaluated, and unity of purpose is exhibited

The LRS Strategic Plan is the result of many hours of work: surveys, interviews, retreats, and meetings. These efforts were essential to the development of the heart of the Strategic Plan, the LRS Mission, Goals, and Objectives. These principles will enable the LRS to sustain planned change and growth, as well as to continue to offer quality basic services.

All present and future activities of the LRS are tied directly to accomplishment of the Goals and Objectives, leading to the achievement of the LRS Mission. The LRS Mission is in support of the College Mission as developed and explicated in *ACC 2000: Building a Future Together.* The LRS Strategic Plan has been developed to reflect directly the values of ACC as described in *ACC 2000*: Quality, Flexibility, Accessibility, and Diversity. Consequently, we intend LRS activities to demonstrably help ACC to meet its fiscal, legal and moral mandates.

As a result of the strategic planning effort, we in LRS know where we are and where we want to go. Just as importantly, we can plan how to get there and evaluate our effectiveness on arrival.

W. Lee Hisle, Ph.D.
Director
Learning Resource Services

Margaret Peloquin, MLIS
Head Librarian - RVS and Chair,
Strategic Planning Task Force

ORGANIZATIONAL OVERVIEW: LEARNING RESOURCE SERVICES

The Austin Community College Learning Resource Services is comprised of the divisions of Library Services, Instructional Technology, Instructional Development, and Technical Services. Learning Resource Centers (LRC), which are located on each of the main and branch campuses in the district, are the physical spaces shared by LRS departments to provide services to the ACC community. Each division also provides services directly to the college community exclusive of operations within the LRC. LRS offers whatever educational support services may be needed by faculty and students in the pursuit of their educational goals. (See Appendix G.)

Organized under a district director, the LRS provides consistent quality of services to ACC students, faculty, and staff district-wide. In addition to the Director, there are seven members of the LRS Management Team who participate in the development and operation of LRS:

- Head Librarians at the Rio Grande (RGC), Riverside (RVS), and Northridge (NRG) Campuses,
- Head Librarian for Extension Services (Eastridge (ERG), Southwest Center (SWC) — to be moved to the Pinnacle (PIN), Cypress Creek (CYP), and all off-campus operations,
- Head Librarian for Technical Services and Automation,
- Coordinator of Instructional Development, and
- Coordinator of Instructional Technology.

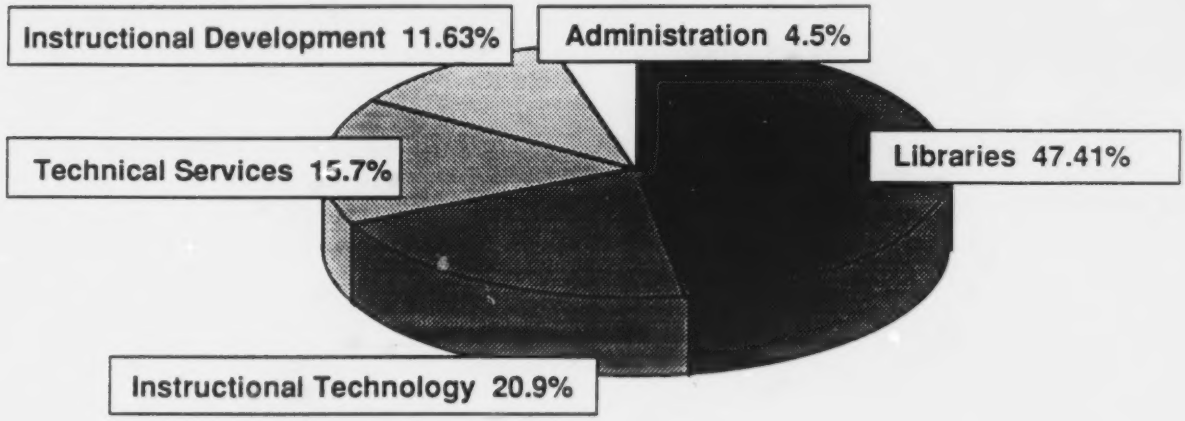
Thirteen additional librarian faculty and professional-technical staff work in LRS, along with approximately 70 additional classified, hourly, and student staff members.

LRS operates full-service Learning Resource Centers at the three main campuses, NRG, RGC, and RVS, as well as smaller LRCs at the extension campuses, SWC, ERG, and CYP. Additionally, evening off-campus LRCs are operated in four high school locations, Reagan, Bastrop, Westwood, and Round Rock. The LRS has over 102,000 volumes of materials college-wide, can seat over 870 students, provides 97 microcomputer stations, has 48 library automation ports online, and occupies over 47,000 square feet. In FY 1991, almost 800,000 patrons entered an LRS facility. Reference questions, use of the computer centers, and audiovisual equipment circulation were each up at least 20 percent for the year.

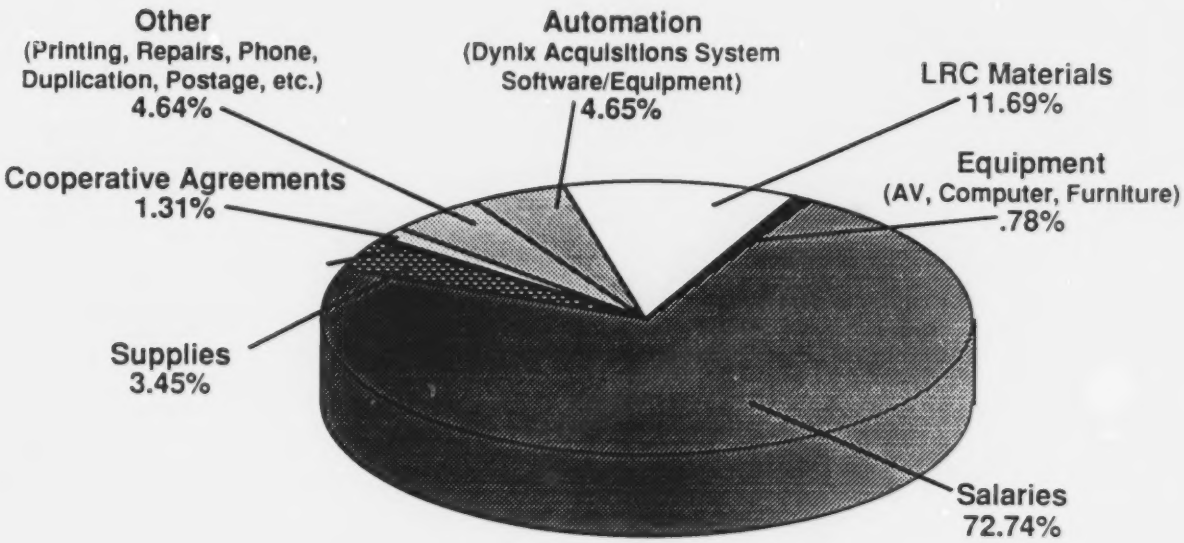
Statistics for FY 91 are offered on the following pages for a more complete understanding of the scope of the LRS program. The LRS Organizational Chart is included in Appendix G.

BUDGET ALLOCATIONS — 1991

By Department



By Activity



Total LRS Budget for FY1991: $2,130,962
Percent of ACC Educational and General Budget: 4.74%

STATISTICS 1988 - 1991

General/LRCs

	1987-88	1988-89	1989-90	1990-91	% Change
User visits (all LRS)	542,215	593,975	698,182	793,382	13.64%
Circulation (all formats)	161,715	237,269	248,920	260,033	4.46%
Volumes (all formats)	76,295	94,109	98,638	102,738	4.16%
Students in LUI formal programs	5,874	8,720	7,539	9,673	28.31%
Classroom LUI presentations	147	106	110	125	13.64%
Fees/Fines collected	$14,281	$17,941	$37,539	$43,909	16.97%
LRC reference questions (per week)	1,007	1,827	2,492	3,005	20.59%
Online searches	178	159	128	140	9.38%

Instructional Technology and Instructional Development

Media Centers:	Equipment circulation	6,265	8,418	8,241	9,941	20.63%
	Progam circulation	4,970	3,735	4,231	4,947	16.92%
	Program rental	296	148	113	115	1.77%
	Headcount	–	–	–	98,707 (1)	N.A.
Computer Centers:	Hours of use	19,919	28,780	44,194	52,443	18.67%
	Headcount	19,405	29,261	63,388	92,656	46.17%
	Workshops	68	96	75	63	-16.00%
	- Participants	1,350	1,698	1,280	886	-30.78%
	Office calls	165	247	292	292	0.00%
Microcomputer support						
	Office calls	–	–	–	720	N.A.
	Hours of service	–	–	–	1,524	N.A.
Production Activities						
	Graphics	3,404	3,140	2,874	3,911	36.08%
	Photography	5,512	6,629	4,127	2,519	-38.96%
	TV	–	–	–	531	N.A.
	Audio	–	–	601	1,128	87.69%
Media equipment maintenance						
	Inhouse	996	841	851	851	0.00%
	Outside	37	94	74	73	-1.35%

Materials Collection

Volumes (all formats)	76,295	94,109	98,638	102,738	4.16%
Books (volumes)	70,889	85,515	88,424	91,865	3.89%
Books (titles)	47,742	51,288	53,151	55,291	4.03%
AV programs (titles)	4,021	4,252	4,704	4,680	-0.51%
Computer Software (titles)	351	485	600	623	3.83%
Microforms (titles - duplicated count)	161	192	192	192	0.00%
Subscriptions (titles - duplicated count)	1,064	931	1,399	1,399	0.00%
Acquisitions budget	$196,450	$544,564	$222,259	$274,159 (2)	23.35%
LRS Budget as % of E&G Fund	4.94%	4.73%	4.73%	4.75%	N.A.
Staffing table positions	51	56	58	59	1.72%

(1) Headcount is for RGC, NRG and RVS Media Centers only.
(2) Includes $25,000 Perkins Grant for Vocational-Technical Materials.

LRS MISSION, GOALS, AND OBJECTIVES—1992

In 1986, LRS Mission, Goals, and Objectives were developed and adopted (Board Policy VI-20). These statements have provided guidance over the past five years as LRS grew from offering services at two campuses to offering services at six campuses. Along with the growth in service points, there has been significant growth in collections, staff, equipment, and services.

During these five years, construction or remodeling was completed on all current LRS facilities. An online automation system was installed electronically linking all college resources and patrons. Staff size has increased significantly. Media and Computer-Based Instruction departments were reorganized into more effective operational units of Instructional Technology and Instructional Development. Standardization of services across the district is largely accomplished. Indeed, as is true in both society and higher education, change has been a constant in LRS. In order to better reflect the current LRS operation and to provide for future growth and improvement, the LRS Management Team, in 1990, began the development of the LRS Strategic Plan. As part of this effort, the 1986 LRS Mission, Goals, and Objectives were extensively reviewed and subsequently revised. They now reflect the current state of LRS and offer a framework for future LRS development.

MISSION

The Learning Resource Services helps fulfill the legislative mandate of community colleges by supporting and strengthening the pedagogy of teaching and the process of learning as they affect all students, faculty, staff, and the community.

GOAL ONE

Instructional Involvement and Support of College Programs

To take an active role in the educational process by integrating LRS with the instructional programs, student support services, and administration of the College.

Objectives

1. The LRS will determine the need for expansion, design, or development of new learning resources and services by investigating the instructional and other services of the College.

2. The LRS will implement, integrate, and maintain the services and resources needed to support the College's mission.

3. The LRS will promote its resources and services, emphasizing LRS integration into the College's educational process.

4. The LRS will evaluate its involvement in the educational process of the College and make necessary revisions to insure continued appropriateness to changing needs.

GOAL TWO

Resources and Services

To provide resources and services to support the educational programs and institutional goals of the College.

Objectives

1. The LRS will investigate and select appropriate instructional materials, equipment and services to support the programs of the College.

2. The LRS will acquire equipment and acquire, develop, and/or produce materials and services compatible with the educational needs of students, faculty and staff.

3. The LRS will implement new services and maintain materials and equipment in appropriate and usable physical condition.

4. The LRS will organize and provide access to resources and services so that they are appropriately available to students, faculty and staff.

5. The LRS will promote resources and services to enhance the educational process of the College.

6. The LRS will evaluate its resources and services on a regular basis and make necessary revisions. A survey of students, faculty, and staff will be conducted every other Spring.

GOAL THREE

Instructional and Information Technology

To increase the efficiency and effectiveness of LRS and the College through the development and use of instructional and information technology.

Objectives

1. The LRS will investigate existing and new technologies and will develop plans for their appropriate use for delivering instruction, managing resources, and improving access to collections, services, and information.

2. The LRS will select, acquire, develop, and/or produce existing and/or new technologies for effective LRS and College operations.

3. The LRS will implement, utilize, and maintain appropriate technologies for effective LRS and College operations.

4. The LRS will promote new and existing instructional and information technologies.

5. The LRS will evaluate and revise existing and new technologies to insure effective support of LRS and College operations.

GOAL FOUR

Staff

To meet the diverse service requirements of the College through a service-oriented staff with a wide range of knowledge, skills, and experience.

Objectives

1. The LRS will plan for, recruit and recommend for employment qualified people possessing a commitment to the community college mission and philosophy.

2. The LRS will provide appropriate personnel assessment and training for successful employee performance.

3. The LRS will assign personnel to appropriate positions to insure maximum effectiveness in providing services.

4. The LRS will encourage and support staff development through in-house activities and by providing opportunities for professional involvement.

5. The LRS will encourage retention of its employees.

GOAL FIVE

Facilities

To house LRS resources and services in a manner designed to meet user and staff requirements, assure collection security, safeguard the condition of resources, and promote efficient operations.

Objectives

1. The LRS will provide adequate, appropriate and secure space necessary to insure efficient and effective delivery of services to the students, faculty and staff of the College.

2. The LRS will strive to design and organize facilities consistent with required standards, professional guidelines and LRS goals.

GOAL SIX

Communication and Public Relations

To establish and maintain constructive lines of communication and promote the use, operation, and development of LRS resources, services and technology.

Objectives

1. The LRS will continue to investigate and prepare plans to promote LRS use and to establish internal and external lines of communication.

2. The LRS will develop and maintain appropriate mechanisms and materials to encourage use and knowledge of LRS.

3. The LRS will promote its resources and services by educating students, staff, and faculty to the possible uses of the LRS.

4. The LRS will evaluate on a regular basis the effectiveness of its communications and public relations and make necessary revisions.

GOAL SEVEN

Organization and Management

To manage effectively a dynamic and flexible organization capable of anticipating and responding to the evolving responsibilities of LRS.

Objectives

1. The Director and LRS Management Team will maintain an effective, efficient and accessible management structure through ongoing investigation, analysis and planning.

2. The LRS will continue to implement and maintain a flexible organization and management structure capable of anticipating and responding to the evolving responsibilities inherent to any unit of the College.

3. The LRS will evaluate and revise the policies, procedures and any additional operations necessary to maintain efficient, effective and appropriate organizational structure consistent with the College structure and goals.

GOAL EIGHT

Standards

To endeavor to meet the standards and principles in the following documents:

1. Standards of the College Delegate Assembly, Southern Association of Colleges and Schools. (1992)
2. Library Bill of Rights, American Library Association. (1980)
3. Intellectual Freedom Statement, Texas Library Association. (1972)
4. Policy on Confidentiality of Library Records, American Library Association. (1975)
5. Freedom to Read Statement, American Library Association. (1991)
6. Statement on Professional Ethics, American Library Association. (1981)
7. AECT Code of Ethics, Association of Education and Communications Technology. (1991)
8. TJCTA Code of Professional Ethics, Texas Junior College Teachers Association. (1977)

Objectives

1. The LRS will monitor its performance in light of appropriate standards.
2. The LRS will maintain policies and procedures which insure LRS adherence to appropriate standards.
3. The LRS will develop policies and procedures which will bring LRS into compliance with appropriate standards.

Strategic planning connotes future planning in which needs are balanced with resources. The LRS Action Agenda, including a Performance Plan with Action Strategies, is based on a vision for the potential future of Learning Resource Services. All dreams will not be realized. But, embracing the possibilities of service and defining a vision can only lead to greater potential for success.

Overview: Future Potential

The future of Learning Resource Services holds great promise and challenge. The historic and still relevant functions of LRS—providing space for student study, reference, AV equipment circulation, or developing instructional programming to supplement the classroom experience, for example—will continue. However, the changes in the nature of information, as well as its storage and manipulation, will compel the LRS to adopt new methods of providing both old and new services. The increasing power of educational and information technology will transform how LRS interacts with its patrons; it also will change the way LRS supports the college in more fundamental ways. The ability will exist for students or faculty to access the LRS database from within the LRCs or from remote locations. Once online, they will find, not only ACC-owned materials, but also periodical indexes, distant library collections, and even multimedia materials of interest. Moreover, the potential will exist, using the power and flexibility of technology, for LRS to coordinate electronic communications for the college allowing students, faculty, and administrators to communicate more effectively.

To conjecture even more broadly, side-by-side with traditional classroom instruction, alternative forms of instruction using telecommunications and microcomputers to provide instruction could be implemented at our current campuses and sites. Teaching faculty might have no classroom assignments and only work one-on-one with students using LRS instructional computer stations. Libraries would become another menu item on the screen, with information accessible in electronic format for storage or printing at the terminal. Instruction could combine printed displays along with full-motion video integrated into multimedia programs. Testing, communication with faculty advisors or librarians, and assignment completion all could be done through the LRS workstation. Perhaps even a separate campus could be envisioned devoted to such a concept.

In any future, we may envision greater instructional staff use of LRS. As information sources and educational technology continue to increase in both complexity and power, the services of educational technology and information professionals will become increasingly important.

Libraries

Libraries will continue some of the more traditional services. Print, audiovisual, and microcomputer software materials will still need to be directly accessible to ACC students and faculty. The libraries will remain a place of research, of study, and of self-enlightenment. Increasingly, however, librarians will take on the role of *guide* to students and faculty in using complex databases to obtain information. Electronic database search skills will become more important although skills in traditional reference interview techniques will not decrease. Reference skills will be developed to deal with multicultural influences and patrons with disabilities.

Library-use Instruction will become more important. A college-wide plan of adoption may be envisioned allowing systematic curricular modification to implement research skills for life-long learning into many ACC classes. Teaching skills for librarians, which is even now the central activity of a reference transaction, will become even more important as research skills are integrated further into the classroom.

Instructional Technology

Although most current and traditional instructional technologies will remain valid and useful in at least the near future, we can expect continued transition from motion-picture film to video, from slide collections to laser disks, and from audio-tape and one dimensional computer software programs to multimedia programming. The revolution in instructional technology, combining audio and video with computer controls and manipulations, has the potential to influence curriculum design and modification as much as did the original advent of audiovisual teaching techniques in the 1950s and 60s.

The ability of students to access instruction and instructional support programs from distant sites will demand changes in delivery systems and procedures. Faculty will become more accustomed to using technology in their instruction and consequently will require greater facilities for support. Faculty productivity areas will include microcomputers linked to various information sources accessing graphics, video or still images, audio, and selections from print materials. Technology will continue to develop. Continuing education will be required for all professionals and staff.

Instructional Development

Just as technology will have a significant impact on the instructional materials and equipment to be delivered in support of instruction, advances in technology will require continued growth in the skills of instructional developers. As the complexity and power of technology increases and faculty and students request improved methods of instruction, instructional developers will be required to lead the efforts in developing and adapting current technology to integrate with the curriculum. With expertise in learning theory and instructional design, instructional developers may investigate the intricacies and applicability of emerging technologies to classroom instruction, consider the needs of multiple users, and apply their specialized knowledge to faculty-provided content areas. Formats allowing students to learn on campus, at home, or at a distance can be developed to provide both effective and efficient instruction. Traditional development (video, slides, or print) will continue along with a role in securing and managing outside funding for LRS. Instructional developers will become expert and facile with linking faculty to information resources and creating new modes of instruction. LRS will coordinate with other departments of the College to offer technology-based instruction in order to overcome bricks and mortar barriers to instructional resources.

Technical Services

The revolution in technical services has occurred with the arrival of the integrated library automation system. The future will see refinements of this technology. Increased power for a lower cost per transaction will be available. Refinements such as linking the ACC LRS catalog with local, regional, and national databases will be possible. Periodical indexes and other electronic information sources will be

available to all users of the integrated system. Distant users of the system will be capable of accessing information online, as well as integrating with off-line delivery systems.

The future in technical services could very well encompass a larger role in the college. The LRS Technical Services could be a point of information and communication, not just for LRS holdings and services, but about and between all segments of the college. The power will exist to offer electronic communication links between work groups (President's Cabinet or Academic Council, for example), to communicate important information from any college department to any user of the system, and to integrate information requests with college delivery systems. Non-LRS collections of materials (Parallel Studies labs or Women's Center, for example) could be cataloged into the database for college-wide access. The LRS Technical Services could offer much broader support to college functions than only traditional LRS operations.

PERFORMANCE PLAN

Focus of Energies

In the process of collecting information about the future of LRS, several main themes emerged. Based on indications of need or desire from students, faculty, LRS staff, and ACC administration, the LRS will focus its energies in the coming years on four main areas:

- Integrating technology into the instructional and information access aspects of college life;
- Promoting and explicating LRS programs to all relevant audiences;
- Establishing and coordinating communications and information network services both internal to ACC and external to the College.
- Establishing and maintaining consistency in LRS procedures, services, and collections across the College.

The following section helps to delineate how LRS might take action to address these themes. **The Action Strategies, arranged by LRS Goals, offer broad statements for the development of LRS over the next several years.** The strategies were generated from consideration of the LRS Operational Imperatives which are listed in Appendix A.

Action Strategies

GOAL ONE

Instructional Involvement and Support of College Programs

To take an active role in the educational process by integrating LRS with the instructional programs, student support services, and administration of the College.

- Enlarge and improve the Instructional Development department to become a fully integrated support service to the College.
- Develop the Library-Use-Instruction program, designed to teach critical thinking skills and life-long research skills, in order to reach most ACC students regardless of their curricular area. Place emphasis on instruction to ACC students in developmental education.
- Provide for the development and use of state-of-the-art instructional technologies to support the classroom experience or as a supplemental form of curricular information. (Also Goal 3)
- Provide to students at branch campuses, other ACC sites and homes information services, delivery systems, and educational technology which are comparable to those provided at the main campuses.

- Develop the Microcomputer Support Program to better support the College.

- Link with Non-Traditional Instruction for support of technology-based instruction.

GOAL TWO

Resources and Services

To provide the resources and services to support the educational programs and institutional goals of the College.

- Expand the size and depth of the LRS materials collection. A collection size of seven volumes per student is desired.

- Increase the number and types of instructional equipment.

GOAL THREE

Instructional and Information Technology

To increase the efficiency and effectiveness of LRS and the College through the development and use of instructional and information technology.

- Upgrade the Automation System to handle current College requirements, to provide the power and size for additional services to LRS patrons, and to implement information and communications for general college support.

- Establish communication networks to support and facilitate information transfer within the LRS, between College staff, and between the College and external sources of information. (Also Goal 1)

GOAL FOUR

Staff

To meet the diverse service requirements of the College through a service-oriented staff with a wide range of knowledge, skills, and experience.

- Provide for continuing education and other staff development activities enabling the faculty and staff of the LRS to meet the needs of the future.

- Seek to maintain open lines of communication in the management of LRS activities. Encourage staff participation in setting the direction and evaluating accomplishment of the LRS.

- Continue to promote the LRS and Austin Community College in local, state, national, and international LRS organizations. ACC LRS faculty and staff will continue to provide leadership to their professional associations and to their profession in general.

GOAL FIVE

Facilities

To house LRS resources and services in a manner designed to meet user and staff requirements, assure collection security, safeguard the condition of resources, and promote efficient operations.

- Prepare for new LRS facilities and new sites of operation as needed.
- Promote the need for expanded LRS facilities appropriate to student populations and instructional programs, particularly on the main campuses.

GOAL SIX

Communication and Public Relations

To establish and maintain constructive lines of communication and promote the use, operation, and development of LRS resources, services and technology.

- Publicize LRS, and its activities which enhance the educational process, to the faculty and staff of the College.

GOAL SEVEN

Organization and Management

To manage effectively a dynamic and flexible organization capable of anticipating and responding to the evolving responsibilities of LRS.

- Ensure consistency of LRS procedures, evaluation, and quality of services across the district.
- Evaluate LRS services, and the LRS Strategic Plan, on a regular basis. Modify activities and planning to accommodate new needs.
- Seek outside funding for LRS programs and plans.
- Develop the LRS program of support to the College using the LRS Strategic Plan as a guide for unified, consistent, and planned action.

GOAL EIGHT

Standards

To endeavor to meet the accepted standards and principles of the profession.

- Evaluate LRS programs and actions in light of accepted professional standards and principles.

REVIEW AND FEEDBACK PROCESS

Evaluation of Annual Progress

Using the LRS Mission, Goals, and Objectives, a formal process for measuring progress toward achievement is repeated every fall in the LRS. Operational Imperatives (OI) are set to guide the major work of the department and its staff for the coming year. This review process is done in September and is designed to offer direction from October 1 through September 30.

Steps:

- Strategic Plan Accomplishment Forms are distributed to the LRS Management Team in September. The forms (See Appendix E.), are based on the Mission, Goals, and Objectives and ask for operational imperatives completed during the preceding year which relate specifically to the Objectives and Goals.
- OIs and tasks listed are written in objective language and specify the activity which took place to accomplish a task.
- All professional staff are involved in the completion of these forms.
- The top accomplishments for the year in each department are highlighted.
- OIs to be accomplished in the coming year are presented.
- Upon return of the forms in the first week of October, the Director of LRS reviews this information and asks for clarification or expansion if needed.
- The data collected is used in evaluations and in the LRS Annual Report.
- Statistics of LRS activity for the previous fiscal year also are collected at this time. These figures are used for completion of local, state, and national data collection efforts as well as the LRS Annual Report.

This process is standard to LRS operation and all managers now plan for its accomplishment.

Strategic Plan Review

We anticipate a formal reevaluation and revision of the LRS Strategic Plan every five years. The process to reevaluate the LRS Strategic Plan will begin in the spring of 1996 with a revision projected for publication in the summer 1997.

AUSTIN COMMUNITY COLLEGE
LEARNING RESOURCE SERVICES

STRATEGIC PLAN

APPENDICES

APPENDIX A: PROCESS OF STRATEGIC PLANNING ACC/LRS 20

APPENDIX B: SURVEY INSTRUMENTS 24

APPENDIX C: SUMMARY OF SURVEYS, INTERVIEWS AND DISCUSSIONS 31

APPENDIX D: OPERATIONAL IMPERATIVES 32

APPENDIX E: PERFORMANCE REVIEW AND FEEDBACK INSTRUMENTS 38

APPENDIX F: SUMMARY OF ENVIRONMENTAL INFLUENCES 47

APPENDIX G: LRS ORGANIZATION, SERVICES AND SITES 49

APPENDIX H: STANDARDS — GOAL EIGHT DOCUMENTS 53

APPENDIX A: PROCESS OF STRATEGIC PLANNING ACC/LRS

Strategic planning incorporates an attempt to assess the future impact of change on an organization and integrating this assessment into long-range and short-term decisions whose primary aim is organizational effectiveness. The strategic planning process normally involves issues that are significantly affected by a variety of external environmental elements.

Since it had been five years since the Austin Community College Learning Resource Center had established a Mission Statement and Goals and Objectives, the management felt that it would be a good idea to review those to see if they still fostered the philosophy of the organization.

Some of the information sought and generated in strategic planning include an assessment of the current situation; a definition of what the future should be in terms of objectives; an identification of constraints, or conversely, stimuli which might affect the future; and strategies to achieve defined objectives — operational imperatives.

CHRONOLOGY OF EVENTS

The Director of Learning Resources called a retreat of the LRS Management Team to begin the development of a five-year plan. At the retreat, the team brainstormed issues of external and internal pressures on the LRS using the following guiding questions: — 4 Dec 90

- What works? (our strengths)
- What's broke or breaking? (our weaknesses)
- What may break and why? (opportunities)
- What can be done? (strategies)
- When? (timelines)

Since it soon became apparent that this task was beyond the scope of a one-day retreat, another meeting was called. At the second meeting, the need for a task force to develop a strategic plan was discussed. Since the winter intersession would begin the next week, further discussion was postponed until the next Management Team meeting in January. — 12 Dec 90

At the next Management Team meeting, the task force was appointed: Margaret Peloquin (Head Librarian/Riverside Campus) - Chair, Jeanette Cates (Coordinator of Instructional Development), and Sebiletso Matabane (Coordinator of Instructional Technology). — 22 Jan 91

Using an events checklist, the committee met to design a strategy for the project and set a tentative timeline. — 5 Feb 91

FEBRUARY	— Design strategy for project
|	— Identify groups for gathering input
|	— Decide what to ask
|	— Design surveys; identify budget needs for project
MAR 20	— Explore computerized surveys
MAR 22	— Apprise LRS Advisory Committee and get input on process and instruments
APRIL /	— Survey Students, Faculty, Staff
MAY	— Discussions with identified groups
JUNE	— Collate data
JULY	— First draft
SEPTEMBER	— Final draft

The task force identified groups from whom to gather input: 5 Feb 91

LRS Advisory Committee	Discussion topic at meeting
Academic Council	Discussion topic at meeting
Students	Survey
Faculty	Piggy-back on impending survey
Division Chairs	Interview selected persons
Department Heads	Interview selected persons
Prof Tech	Survey
ACC Staff	Survey
LRS Staff	Survey, discussions
NTI/Off-Campus	Interview
ABE/CE	Interview

It was suggested that while surveys might give us good data in a general way, interviews and discussions would allow personal interaction and the interviewer might pick up on nuances which surveys would miss.

At the next task force meeting, the kinds of questions to be asked of the various groups was discussed. The timeline for surveying and interviewing was pushed forward to June. Thereafter, the task force met rarely because of the existing time commitments of the members. Telephone discussions and fax transmissions substituted for meetings. 25 Feb 91

The Director called a meeting of the LRS Advisory Committee, a group comprised of college faculty, staff, and LRS staff, to discuss the Strategic Plan project and gather their input. 22 Mar 91

During all phases of the process, the LRS Management Team was given the opportunity to comment on things like the groups to survey and the wording of the questions to ask.

Communication breakdowns plagued the process throughout due to time commitments of the task force members. Timelines had to be pushed forward for certain events a number of times.	
The student Futures Survey was conducted on the 3rd week of the summer session. The Instructional Technology staff created signs and and survey boxes to be placed in strategic locations on each campus — student lounge, LRC. The Futures Survey of ACC administrators, classified and professional-technical staff was conducted though the campus mail.	June 91
At a meeting of all librarians, individuals were given the opportunity to enumerate external and internal pressures on the LRS and to discuss future visions.	12 June 91
An administrative assistant to the Director analyzed the results from the Faculty Survey conducted in the Spring and the Futures surveys and prepared the survey reports.	July 91
Ideas generated from surveys, discussions, and meetings were collated and sent to the LRS Management Team in anticipation of a special meeting to discuss what should go in the Strategic Plan.	13 Aug 91
Interviews of selected individuals were done by pairs of Instructional Technology Managers and Reference Librarians.	Sept 91
The task force met with the Instructional Technology Managers to discuss the results of the interviews.	30 Sept 91
A Strategic Plan retreat of the LRS Management Team was held to discuss the need for revision of goals and objectives in light of the results of the input gathered. Strategies for carrying out the objectives — operational imperatives — were recommended.	22 Oct 91
A lengthy process of revision of the LRS Goals and Objectives was conducted via fax and telephone communication. And a final meeting whose sole function was to revise operational imperatives was held.	19 Nov 91
The Chair of the Task Force completed a skeleton first draft in January which was subsequently used in meetings with the Director to compile a more complete draft.	22 Jan 92 Feb 92
With input from the Management Team, a final draft was prepared to be presented to other groups for review.	3 Mar 92
Academic Council review (initial review)	5 Mar 92
LRS Advisory Committee review	6 Mar 92

LRS Management Team review (initial review)	10 Mar 92
LRS Management Team review (follow-up)	June 92
LRS Management Team approval	August 92
Academic Council approval	29 Sept 92

APPENDIX B: SURVEY INSTRUMENTS

FUTURES SURVEY — STUDENT

FUTURES SURVEY — PRO-TECH/ADMINISTRATIVE/STAFF

ASSESSMENT BY FACULTY / SPRING 1991

LRS [redacted] FUTURES SURVEY [redacted] STUDENTS

LEARNING RESOURCE SERVICES: LIBRARIES, MEDIA SERVICES, COMPUTER CENTERS

GENERAL INFORMATION

☑ PLEASE CHECK THE MOST APPROPRIATE ANSWER.

1. My home campus is:
   - ___ RGC
   - ___ NRG
   - ___ RVS
   - ___ ERG,CYP,RTH, or SWC
   - ___ Off-Campus

2. When you are learning new information, do you prefer to ...
   -- Prioritize: 1 (most preferred) to 6 (least preferred) --
   - ___ listen to a lecture
   - ___ use written notes/books
   - ___ ask/respond to questions
   - ___ watch/listen to video/audiotapes
   - ___ use a computer
   - ___ other (Please comment.)

3. Do you like to study/review ...
   - ___ by yourself
   - ___ in a group

4. How often do you use the services of LRS? At least ...
   - ___ 2 times/week
   - ___ 2 times/month
   - ___ 2 times/year
   - ___ not yet

5. Have you ever used the LRS computer catalog of books and media at ACC?
   - ___ yes
   - ___ no

6. Do you ...
   - ___ read the brochures and guides that you pick up in the LRC, or
   - ___ keep them in case you might need to refer to them later?

IDEAS FOR THE FUTURE

7. Would you like to be able to access the LRS computer catalog from your personal computer?
   - ___ yes
   - ___ no

8. Would you like to be able to access other databases (e.g., Magazine Index, a list of books in the Women's Center, or other area library catalogs) from the LRS computer catalog terminal?
   - ___ yes
   - ___ no

Please use the area below and/or the back of the survey in which to comment on the following questions:

9. What would you like to see more of in LRS?
   - o in Media Centers
   - o in Computer Centers
   - o in Libraries

10. What additional books, media, computer programs, magazines, newspapers, reference materials should we have?
    - o Leisure:
    - o Multicultural:
    - o Specific subjects:

11. If money were no issue, what do you think LRS should be doing -- what services should LRS provide?

COMMENTS:

BEST COPY AVAILABLE

LRS [redacted] FUTURES SURVEY [redacted] PRO-TECH/STAFF/ADMIN

LEARNING RESOURCE SERVICES: LIBRARIES, MEDIA SERVICES, COMPUTER CENTERS

GENERAL INFORMATION

☑ PLEASE CHECK THE MOST APPROPRIATE ANSWER.

1. My home campus is:
   - RGC ____ ERG,CYP,RTH, or SWC
   - NRG ____ Off-Campus
   - RVS ____ DAO

2. I am a
   - Faculty ____ ACC Staff
   - Pro-Tech ____ Administrator

3. My ACC status is:
   - Full Time
   - Part Time

4. How often do you use the services of LRS? At least...
   - ____ 2 times/week
   - ____ 2 times/month
   - ____ 2 times/year
   - ____ not yet

5. Have you ever used the LRS computer catalog of books and media at ACC?
   - ____ yes
   - ____ no

6. Do you see the LRS as the chief source of instructional technologies (e.g., faculty-designed computer or media programs) and information (e.g., online databases, CD-ROM) at ACC?
   - ____ yes
   - ____ no

7. Would you be interested in participating in pilot studies of new instructional technologies?
   - ____ yes
   - ____ no

IDEAS FOR THE FUTURE

8. Would you like to be able to access the LRS computer catalog from your personal computer?
   - ____ yes
   - ____ no

9. Would you like to be able to access other databases (e.g., Magazine Index, a list of books in the Women's Center, or other area library catalogs) from the LRS computer catalog terminal?
   - ____ yes
   - ____ no

Please use the area below and/or the back of the survey in which to comment on the following questions:

10. What would you like to see more of in LRS?
    - o in Media Centers
    - o in Computer Centers
    - o in Libraries

11. What additional books, media, computer programs, magazines, newspapers, reference materials should we have?
    - o Leisure:
    - o Multicultural:
    - o Specific subjects:

12. If money were no issue, what do you think LRS should be doing -- what services should LRS provide?

COMMENTS:

BEST COPY AVAILABLE

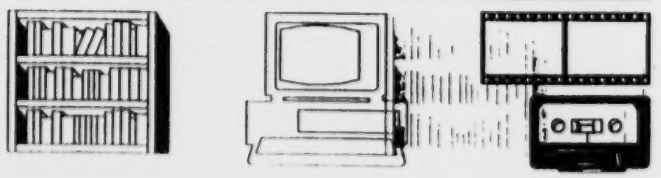
49. If money were no issue, what do think LRS should be doing - what services should LRS provide? (Please comment in the section provided below.)

AUSTIN COMMUNITY COLLEGE

Learning Resource Services

Assessment by Faculty

Spring, 1991



Please help us continue to improve Learning Resource Services by filling out this questionnaire. Please mark your answers on the enclosed machine readable form with a #2 pencil.

1. Your home campus is:
   a. RGC
   b. NRG
   c. RVS
   d. Branch Campus (RTH, SWC, OAK, ERG)
   e. Off Campus (BAS, LEA, REA, ROR, WWD)

2. Your status as a faculty member is:
   a. Full time b. Part-time

3. Your teaching area is:
   a. Arts or Social/Behavioral Sciences
   b. Applied and Physical Sciences
   c. Vocational Technical
   d. Health Sciences
   e. Counselors

I. Usage – General

4. What time of day do you most often teach: (check any that apply)
   a. Morning
   b. Afternoon
   c. Evening
   d. Saturday

5. How often do you use the LRS (library, media services, computer center) at your home campus?
   a. Daily
   b. Weekly
   c. Occasionally
   d. Never

Which of the following types of instructional development help would you like from LRS? Please answer:

a. Yes b. No

40. assignment design
41. materials design and production
42. workshops to teach you to do these things
43. provision of equipment and resources
44. faculty productivity area (computers, printers, etc.)
45. classroom presentation techniques

IV. Future Services

46. Do you perceive the LRS as a primary source of instructional technologies (e.g., faculty-designed computer programs, interactive video for your students) and information (e.g., automated indexes and databases) at ACC?
   a. Yes b. No

47. Would you be interested in participating in pilot studies of new instructional technologies?
   a. Yes b. No

48. What would you like to see more of in LRS? (Please comment in the section provided below.)
   .. in Media Centers

   .. in Computer Centers

   .. in Libraries

BEST COPY AVAILABLE

II. Materials Selection

Please rate the following collections and equipment in terms of serviceability for you and your students. In other words, if you make use of an item listed, are you generally satisfied? Use the following to rate items:

a. Excellent
b. Good
c. Fair
d. Poor
e. Did not use

16. The collection of reference books is:

17. The books that can be checked out are:

18. The microform collection is:

19. The media collection is:

20. The computer software is:

21. The magazine and newspaper collection is:

22. Were you aware that as a faculty member you have an opportunity for input concerning purchase of materials for your academic discipline?
a. Yes b. No

23. Have you ever requested books and/or magazines for purchase?
a. Yes b. No

24. Have you ever requested media programs for preview purchase from Media Services?
a. Yes b. No

25. Have you ever requested computer software for preview fron Computer Based Instruction?
a. Yes b. No

Within the past two years have you personally reviewed the LRS collection relating to your discipline in the following areas? Please answer:
a. Yes b. No

26. Print materials?

27. Media materials?

28. Computer software and other CBI materials?

III. Public Services

29. From your experience or your students' feedback how would you rate the reference services the librarians provide.
a. Excellent
b. Good
c. Average
d. Inadequate
e. Not applicable

30. Have you ever used the LRS computer catalog of books and media at ACC?
a. Yes b. No

31. Would you like to be able to access the LRS computer catalog from your personal computer?
a. Yes b. No

32. Would you like to be able to access other databases (e.g. other area libraries, Magazine Index, or a list of books in the Women's Center) library catalogs from the LRS computer catalog terminal?
a. Yes b. No

33. Have you ever requested media equipment for your class and not been able to get it?
    a. Yes b. No

34. Have you ever requested a media program for your class and not been able to get it?
    a. Yes b. No

35. Do you have to wait longer than you expect for materials or service?
    a. Always Yes
    b. Usually Yes
    c. Sometimes
    d. Almost Never
    e. Not Applicable

36. Were you aware that you can work with a Media Specialist to design and produce your own media materials to aid in the instruction of your classes?
    a. Yes b. No

Within the past year have you talked to an LRS staff member about: Please answer:

    a. Yes
    b. No
    c. Exists Already

37. Integrating Computer-based assignments into your course?

38. Integrating Media-related assignments into your course?

39. Integrating Library assignments into your course?

6. Do you use ACC LRS at other campuses also?
    a. Yes b. No

7. For your students, use of media material (audiotapes, video, etc.) is:
    a. Required
    b. Encouraged
    c. Not mentioned

8. For your students, use of the CBI Computer Center is:
    a. Required
    b. Encouraged
    c. Not Mentioned

9. For your students, use of the ACC libraries is:
    a. Required
    b. Encouraged
    c. Not Mentioned

10. For your students, use of other area libraries (UT, St. Edwards, Austin Public) is:
    a. Required
    b. Encouraged
    c. Not Mentioned

11. For your students do you have:
    a. Required reading/viewing/computing lists
    b. Recommended reading/viewing/computing lists
    c. Both A & B
    d. No reading/viewing/computing lists

How frequently do you expect your students to use the following LRS functions? Please answer:

a. Very often b. Occasionally c. Never

12. Use of resources to complete classroom assignments?

13. Use of reserve materials?

14. Use of CBI Computer Center?

15. Use of Media Services in the LRS to view programs?

APPENDIX C: SUMMARY OF SURVEYS, INTERVIEWS AND DISCUSSIONS

FACULTY SURVEY

Since Learning Resource Services was already planning to conduct a survey of faculty in the Spring of 1991, the Strategic Planning Task Force requested the addition of items which might aid in the planning.

The returned surveys were a good representation of all campuses. 83% of all respondents used the LRS at least occasionally with 45% using it daily or weekly. 65-71% of the faculty rated various collections as good to excellent but wanted more of everything — equipment, books, magazines, audiovisuals. There does appear to be some concern about the collections since adequacy of LRS collections was rated 4% lower than the previous survey. Consistently, faculty surveys have rated service in the LRC as from good to excellent. 27-63% of the responding faculty expect some form of instructional development assistance and 63% perceive the LRS as a primary source of instructional technologies and information.

STUDENT FUTURES SURVEY

The focus of the specific surveys done with Strategic Planning in mind was the future rather than how well LRS has done in the past. Response indicated that 61% of the students use the LRS twice a week or more. Of those who use LRS, 70% use the computer catalog of materials. Interestingly, 84% of the respondents expressed a desire to be able to search the catalog through their own microcomputers and 86% would like to be able to search other databases through the computer catalog.

As with their faculty counterparts, students would like for the LRS to have more — more equipment, more materials, more study space, longer hours. They appear to be knowledgeable about current electronic technology and desire access to that technology via LRS.

PRO-TECH/STAFF/ADMINISTRATORS FUTURES SURVEY

Of this group, only 36% used the LRS twice a week or more. Of the respondents, 70% had used the computer catalog and 73% expressed a desire to be able to search the catalog through their own microcomputers. 84% would like to be able to search other databases through the computer catalog. 74% of the respondents see LRS as the chief source of instructional technology and information. Again there was a call for the use of electronic technology to improve the delivery of information or communication. To a lesser extent, but consistent with other groups, they see a need for more materials and equipment.

INTERVIEWS AND DISCUSSIONS

Interviews were conducted with selected faculty and staff regarding the future of LRS. General impressions gained from the interviews are that faculty don't seem to know what we can do for them and our resources are often underutilized or misused — in particular, online searching, interlibrary loan, computer centers, and faculty productivity centers. Although many of those interviewed still view the LRS in very traditional ways, several espoused the idea of utilizing new technology to support curricular activities in innovative ways.

Discussions and interviews reiterated concern for more materials, equipment and space as well as more consistency in procedures and services to the students college-wide.

APPENDIX D: OPERATIONAL IMPERATIVES

The LRS Operational Imperatives are divided by each of the LRS Goals as outlined previously. Operational Imperatives are specific actions or tasks which staff or departments plan to undertake leading toward goal accomplishment. The Action Strategies in the Performance Plan were derived from these statements.

Operational Imperatives may be revised or even deleted as needs change. Certainly, new tasks will be added each year.

GOAL ONE

Instructional Involvement and Support of College Programs

To take an active role in the educational process by integrating LRS with the instructional programs, student support services, and administration of the College.

Continue to support LRS activities which effectively integrate with and support College programs.

Develop a method to regularly survey faculty and students to determine effective involvement in the educational process of the College.

Continue to support and expand the Microcomputer Support Program.

Encourage ACC faculty to apply for mini-grants to develop LRS-based assignments.

Provide faculty and staff access to national educational communications networks such as Internet.

Expand library-use-instruction assignments to include computer and media-based assignments.

Develop a formula to guide the expansion of library-use-instruction assignments based on number of staff available to implement the assignment.

Expand technology-based instructional assignments.

Establish criteria for dedicated classrooms which would utilize media and computer-based instruction and present a budget to implement such classrooms.

Work with faculty to encourage the integration of library-use-instruction assignments in more math and science classes.

Increase computer center involvement in the instructional programs.

Encourage electronic delivery of instruction and information into the classroom.

GOAL TWO

Resources and Services

To provide the resources and services to support the educational programs and institutional goals of the College.

Analyze ongoing book repair needs and develop a budget for this purpose.

Analyze weekend hours for possible revision.

Provide easier public online access to UT catalog on all campuses.

Request from UT a larger number of UT borrower cards for students.

Develop a regularly scheduled review process (of resources and services) with input from students, faculty, and staff.

Set annual target goals to increase materials to student ratio.

Budget for expansion of materials collections at ALL campuses.

Develop a population and program based plan for allocation of resources and services.

Analyze and expand ITV tape checkout; provide better access to tapes — more sites, video store rental, bookstore, etc.

Assess acquisition problems in periodicals — subscription continuity, gaps, renewals, etc.

Investigate ways to create an index for short stories, plays, audiovisuals in collected works owned by the ACC libraries.

Investigate a central serials unit for maintenance of periodicals and distribution of articles via fax.

Develop a critical base of hardware and software in computer centers to support assignments.

Develop and implement an ongoing plan for equipment and software upgrades

Promote ILL and online search services.

Evaluate the use of audiocassette duplication equipment in media centers, investigate options to improve or change the service, and submit a proposal based on the findings.

Budget for and expand access to index services.

Develop a formula to equitably distribute money for non-print material among all subject areas.

Document the need for and present a budget for a materials delivery system.

GOAL THREE

Instructional and Information Technology

To increase the efficiency and effectiveness of LRS and the College through the development and use of instructional and information technology.

Improve response time of the automation system.

Analyze access to records on Dynix (AV series to titles and searches by format).

Provide adequate dial-in access to library automated system and information.

Develop a replacement plan for equipment based on depreciation schedules, rate of repair, and other criteria.

Complete conversion of all video tapes to single format.

Provide portable computers with LCD display panels for classroom presentations.

Expand LRS Faculty Productivity Centers for all campuses.
Provide video projection equipment for use with computers and other video sources.

Plan and budget for a complete redesign of a library automation system to include but not be limited to expanded access through both public access terminals and dial access, integrated periodical indexes, online serials module, CPU gateways to other regional information databases.

Investigate and develop a plan for college-wide instructional/informational technology including email, networked electronic classrooms, LCD projection classrooms, LRS terminals in offices, portable PCs for checkout and CCTV.

Improve computing, listening and duplication facilities for language students.

Plan for integration of information sources and services through single access workstation.

Seek funding for materials and equipment and services for special populations (e.g., disabled, disadvantaged).

Participate in the development of electronic information kiosks.

GOAL FOUR

Staff

To meet the diverse service requirements of the College through a service-oriented staff with a wide range of knowledge, skills, and experience.

Evaluate staffing needs and redistribute and/or rotate persons and/or responsibilities as needed.

Create staff development/continuing education plan.

Design training materials and job aids for LRS staff.

Maintain and promote the LRS staffing plan — all levels — to accommodate expanding LRS responsibilities.

Encourage staff to share conference and workshop experiences upon their return.

Develop and promote a single line mission statement for all employees. motto

Provide an information desk in the LRCs staffed by paraprofessionals.

Provide training to LRS staff on ACC resources.

Create and implement a staff development plan to maintain a high level of staff morale and a positive work environment.

Plan for using technology to improve staff efficiency.

GOAL FIVE

Facilities

To house LRS resources and services in a manner designed to meet user and staff requirements, assure collection security, safeguard the condition of resources, and promote efficient operations.

Arrange for use of empty classrooms in non-peak times for LRS instruction at all campuses as needed.

Continue to promote the need for expanded facilities appropriate to student population and existing and proposed instructional programs.

Provide for audio/viewing rooms for movies, instructional videos and music.

GOAL SIX

Communication and Public Relations

To establish and maintain constructive lines of communication and promote the use, operation, and development of LRS resources, services and technology.

Develop and maintain an intensive public relations campaign designed to educate ACC students, staff, and faculty.

Investigate the possibility of making Public Relations the responsibility of one Management Team member.

Develop and implement an ongoing LRS orientation program for full and part time faculty and staff.

Design an Extension Services brochure explaining LRS services at extension campuses.

GOAL SEVEN

Organization and Management

To manage effectively a dynamic and flexible organization capable of anticipating and responding to the evolving responsibilities of LRS.

Regularly hold staff meetings involving all professional staff designed to promote open communication amd input across campus and management lines.

Revise and implement college-wide LRS procedures.

Work with ACC administration to return monies collected by LRS (fines, laserprinter copies, student faxes, etc.) to the LRS budget.

Move LRS book budget out of the capital outlay funds.

Establish a line item in budget for equipment replacement

Seek authorization for the LRS Director to be the budget authority for LRS accounts.

Investigate and recommend possible changes in the distribution of work among LRS secretaries and clerical staff

Budget for greater support of ILL and online search services

Design an opinion team meeting structure for direct input into the management process.

Actively seek outside funding to help support LRS services and materials acquisitions.

Propose to the Academic Council that ACC begin a college-wide technology council with LRS participation.

Plan for expansion of ID department — staff, production funds, equipment

Develop ID production objectives and monitor activities to assure they address the needs of faculty and staff.

Investigate the use by faculty of copier cards with LRS copiers.

Implement and maintain an LRS-based college-wide electronic mail network to
... transfer LRS files and forms to College offices;
... enhance communications among LRS faculty and staff;
... enhance communication with College offices outside the LRS;
... enhance LRS communications with agencies outside the College.

Investigate the budget needs for LRS support of ACC CE courses.

Investigate regional library cooperation so our students can benefit from the many Austin area libraries.

Set aside a focus year where the LRS as a whole will concentrate on internal needs, issues, and processes.

GOAL EIGHT

Standards

To endeavor to meet the standards and principles in the following documents:

1. Standards of the College Delegate Assembly, Southern Association of Colleges and Schools
2. Library Bill of Rights, American Library Association
3. Intellectual Freedom Statement, Texas Library Association
4. Policy on Confidentiality of Library Records, American Library Association
5. Freedom to Read Statement, American Library Association
6. Statement on Professional Ethics, American Library Association
7. AECT Code of Ethics, Association of Education and Communications Technology
8. TJCTA Code of Professional Ethics, Texas Junior College Teachers Association

Maintain and support LRS activities to meet the appropriate standards.

1992 - LRS STRATEGIC PLANNING INVENTORY

Please complete and return these forms by 15 October 1992.

The planning inventory consists of the eight goals outlined in the LRS Mission, Goals, and Objectives, each of which has a varying number of objectives. Indicate what projects or activities your division has undertaken, if any, to accomplish each goal and/or objectives during the past academic year. Indicate your plans for the coming year to implement the goals and objectives. Please indicate on the final page any new goals your division is working toward which are not addressed in the inventory document. (You may have little or nothing to report under some items.)

GOAL ONE

Instructional Involvement and Support of College Programs

To take an active role in the educational process by integrating LRS with the instructional programs, student support services, and administration of the College.

Objectives

1. The LRS will determine the need for expansion, design, or development of new learning resources and services by investigating the instructional and other services of the College.

2. The LRS will implement, integrate, and maintain the services and resources needed to support the College's mission.

3. The LRS will promote its resources and services, emphasizing LRS integration into the College's educational process.

4. The LRS will evaluate its involvement in the educational process of the College and make necessary revisions to insure continued appropriateness to changing needs.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL TWO

Resources and Services

To provide the resources and services to support the educational programs and institutional goals of the College.

Objectives

1. The LRS will investigate and select appropriate instructional materials, equipment and services to support the programs of the College.

2. The LRS will acquire equipment and acquire, develop, and/or produce materials and services compatible with the educational needs of students, faculty and staff.

3. The LRS will implement new services and maintain materials and equipment in appropriate and usable physical condition.

4. The LRS will organize and provide access to resources and services so that they are appropriately available to students, faculty and staff.

5. The LRS will promote resources and services to further the educational process of the College.

6. The LRS will evaluate its resources and services on a regular basis and make necessary revisions.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL THREE

Instructional and Information Technology

To increase the efficiency and effectiveness of LRS and the College through the development and use of instructional and information technology.

Objectives

1. The LRS will investigate existing and new technologies and will develop plans for their appropriate use for delivering instruction, managing resources, and improving access to collections, services, and information.

2. The LRS will select, acquire, develop, and/or produce existing and/or new technologies for effective LRS and College operations.

3. The LRS will implement, utilize, and maintain appropriate technologies for effective LRS and College operations.

4. The LRS will promote new and existing instructional and information technologies.

5. The LRS will evaluate and revise existing and new technologies to insure effective support of LRS and College operations.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL FOUR

Staff

To meet the diverse service requirements of the College through a service-oriented staff with a wide range of knowledge, skills, and experience.

Objectives

1. The LRS will plan for, recruit and recommend for hire qualified personnel possessing a commitment to the community college mission and its philosophy.

2. The LRS will provide appropriate personnel assessment and training for successful employee performance.

3. The LRS will assign personnel to appropriate positions to insure maximum effectiveness in providing services.

4. The LRS will encourage and support staff development through in-house activities and by providing opportunities for professional involvement.

5. The LRS will encourage retention of its employees.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL FIVE

Facilities

To house LRS resources and services in a manner designed to meet user and staff requirements, assure collection security, safeguard the condition of resources, and promote efficient operations.

Objectives

1. The LRS will provide adequate, appropriate and secure space necessary to insure efficient and effective delivery of services to the students, faculty and staff of the College.

2. The LRS will strive to design and organize facilities consistent with required standards, professional guidelines and LRS goals.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL SIX

Communication and Public Relations

To establish and maintain constructive lines of communication and promote the use, operation, and development of LRS resources, services and technology.

Objectives

1. The LRS will investigate and prepare plans to promote LRS use and to establish internal and external lines of communication.

2. The LRS will develop and maintain appropriate mechanisms and materials to encourage use and knowledge of LRS.

3. The LRS will promote its resources and services by educating students, staff, and faculty to the possible uses of the LRS.

4. The LRS will evaluate on a regular basis the effectiveness of its communications and public relations and make necessary revisions.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL SEVEN

Organization and Management

To manage effectively a dynamic and flexible organization capable of anticipating and responding to the evolving responsibilities of LRS.

Objectives

1. The Director and LRS Management Team will maintain an effective, efficient and accessible management structure through ongoing investigation, analysis and planning

2. The LRS will continue to implement and maintain a flexible organization and management structure capable of anticipating and responding to the evolving responsibilities inherent to a unit of the College.

3. The LRS will evaluate and revise the policies, procedures and any additional operations necessary to maintain efficient, effective and appropriate organizational structure consistent with the College structure and goals.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

GOAL EIGHT

Standards

To endeavor to meet the standards and principles in the following documents:

1. Standards of the College Delegate Assembly, Southern Association of Colleges and Schools
2. Library Bill of Rights, American Library Association
3. Intellectual Freedom Statement, Texas Library Association
4. Policy on Confidentiality of Library Records, American Library Association
5. Freedom to Read Statement, American Library Association
6. Statement on Professional Ethics, American Library Association
7. AECT Code of Ethics, Association of Education and Communications Technology
8. TJCTA Code of Professional Ethics, Texas Junior College Teachers Association

Objectives

1. The LRS will monitor its performance in light of appropriate standards.

2. The LRS will maintain policies and procedures which insure LRS adherence to appropriate standards.

3. The LRS will develop policies and procedures which will bring LRS into compliance with appropriate standards.

FY92 ACTIVITY:

FY93 PLANNED ACTIVITIES:

APPENDIX F: SUMMARY OF ENVIRONMENTAL INFLUENCES

Any plans for future directions to be taken by an organization must take into consideration environmental influences which might place constraints on, or conversely, stimulate planning strategies. ACC Learning Resource Services sought to identify these external and internal pressures through group discussions — LRS Management Team, LRS Advisory Committee, ACC Academic Council, LRS Professionals.

In addition to any influences identified by various groups, the College's plan for the future must be taken into consideration. *ACC 2000: Building a Future Together* is a proactive long range plan designed to guide Austin Community College to the year 2000. It lists among the issues that ACC must face:

Demographic changes — increasing minorities, aging population, changing family structure, growth in school drop-outs.

Legislative impacts such as TASP and lagging state funding.

Workforce imperatives — decline in manufacturing jobs, disparity between students skills and workforce needs.

Need for ACC employees to view themselves as involved in the delivery of educational services.

ACC 2000 mandates that we be committed to people in the face of an increased and diverse enrollment and that we engage in collective efforts which help remove artificial barriers and provide increased access for students.

EXTERNAL INFLUENCES

The primary external pressures defined by the various groups fell into several categories:

Budgetary factors like the faltering United States, Texas and district economy and its influence on the educational budget.

Legislative mandates such as TASP (Texas Academic Skills Program) and the state plan for vocational-technical students.

Student population issues such as the changing nature of the ACC student and the diversity of populations served.

Expanding geographical territory of the ACC district with its influence on existing staff, facilities, materials and equipment.

Advances and changes in technology and the need to keep up with those changes in order to support the College.

Cost of providing sufficient, current collections, equipment and services to meet the needs of the diverse curricula.

Need to meet the criteria or standards of accrediting or advising bodies.

INTERNAL INFLUENCES

The primary internal pressures identified by the various groups include:

Staffing and personnel issues

Increased use of materials and services by constituents

Need to provide equal access to collections for all students and faculty.

Need for sufficient and current materials and equipment.

Constant change due to rapid growth of College as well as to advances and changes in technology.

Physical space/facilities constraints.

Need for consistent LRS procedures college-wide.

Need for better communications both within LRS and with other entities.

Diversity of services and the nature of the work of a Learning Resource Center.

Need for an upgraded automation system.

APPENDIX G: LRS ORGANIZATION AND SITES

ORGANIZATION AND SERVICES

At Austin Community College, Learning Resource Services is comprised of the divisions of Library Services, Instructional Technology, Instructional Development, and Technical Service. Learning Resource Centers (LRCs) are the physical spaces shared by LRS departments to provide services to the ACC community. LRS endeavors to provide whatever educational support services may be needed by faculty and their students in the pursuit of their educational goals.

Library Services

Library Services support instruction by providing high quality information services such as:

- *Reference Librarians.* Librarians are faculty members who are professionally trained to assist with library work such as

  - searching for information about individual topics, as well as locating the material in the LRC or in area libraries.

  - curriculum development especially that oriented toward library use.

  - Assistance is offered in the LRC as well as over the telephone.

- *Collection Development.* Maintaining up-to-date collections is a joint responsibility of the library user (usually faculty) and the librarians. Careful review of the collections with current needs in mind is done on a continual basis with solicitation of faculty advice and recommendations.

- *Library-Use Instruction.* The LRS is committed to an active program of course-integrated library-use instruction. This program introduces students to information resources and strengthens their research skills. Course-integrated programs which introduce basic library skills as part of required coursework are in place for several disciplines throughout the College. Point-of-use instruction in the LRC is another primary vehicle for familiarizing students and faculty with the resources and research aids available to them.

- *Online Searching.* Online reference searching is available to all library users. This service provides access to more than 450 databases providing current and comprehensive information.

Instructional Technology

Instructional Technology (IT) supports instruction by integrating media materials and computers into the curriculum. The IT Coordinator and Managers provide faculty and staff with instructional design and media/computer materials production guidance. IT Managers also assist in software selection, equipment evaluation and purchasing. Instruction Technology supervises the LRS Media Centers and

Computer Centers. Arrangement for checkout of equipment and software is made through these centers. IT provides such services as:

- *Collection Development.* Instructional Technology is responsible for the rental, preview and/or purchase of all instructional media. Subject catalogs are available which describe the holds found at the Media Centers and Computer Centers.

- *Instructional Design.* Instructional Technology assists in locating commercially produced instructional materials that meet classroom objectives. If appropriate materials are not available the IT will consult with faculty about the design an production of new instructional materials.

- *Production Services.* Instructional Technology assists with the production of various types of instructional materials including audio, video, photography and graphic design.

- *Orientations, Demonstrations & Workshops.* Instructional Technology provides orientations, demonstrations, and workshops about the use of media and computer technology in the instructional process.

Instructional Development

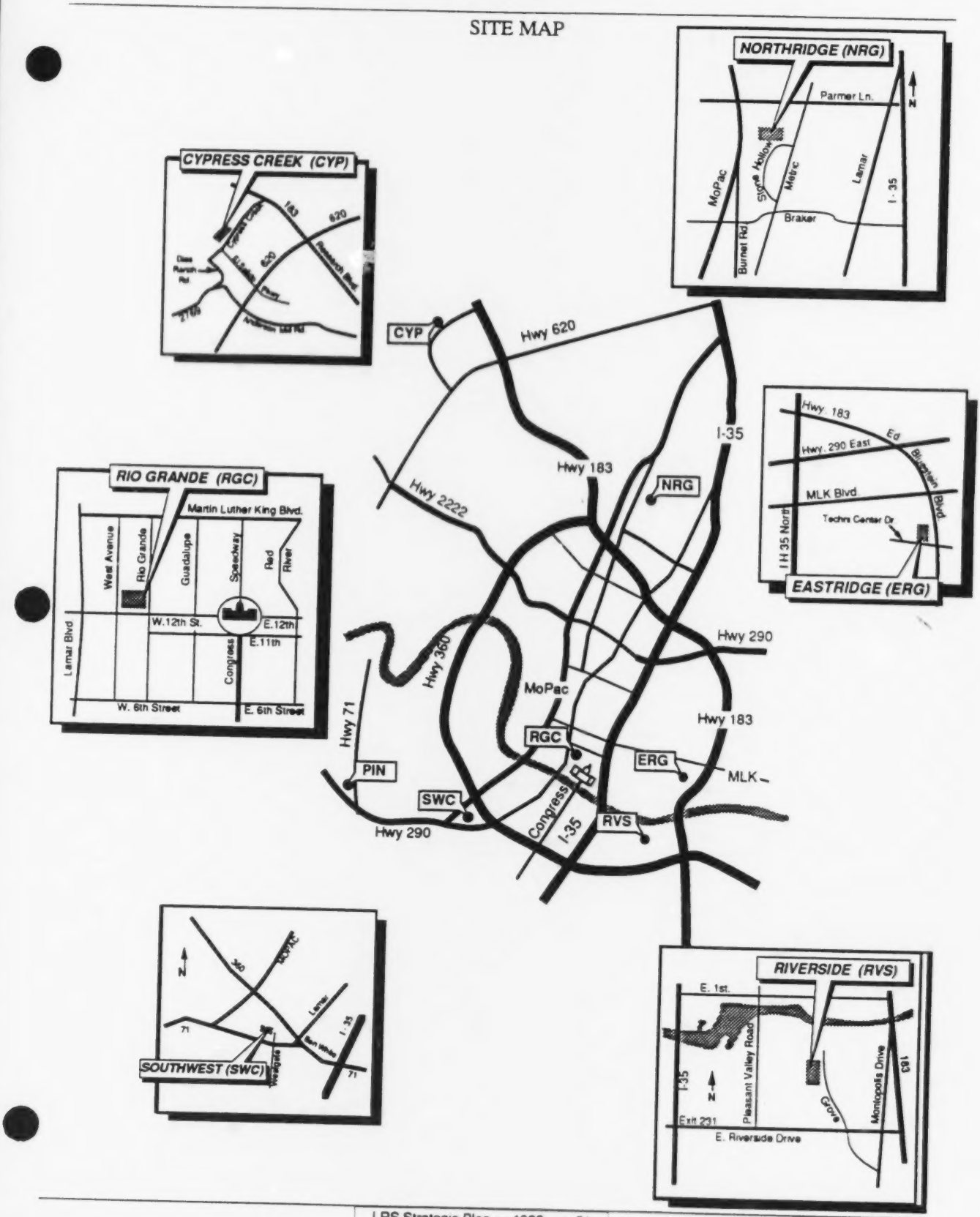
Instructional Development assists faculty in improving instruction following a systematic model of design and production through

- evaluation of new technologies,

- design and development of new instructional materials such as videotapes, audiotapes, overhead transparencies, slide programs, printed materials, or computer-based support materials,

- writing grants for support of development.

SITE MAP



BEST COPY AVAILABLE

LRS ORGANIZATIONAL CHART

BEST COPY AVAILABLE

APPENDIX H: STANDARDS — GOAL EIGHT DOCUMENTS

CRITERIA
FOR ACCREDITATION
COMMISSION ON COLLEGES

Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 329-6500
1-800-248-7701
FAX # (404) 329-6598

Approved by the College Delegate Assembly
December, 1984-Atlanta, Georgia
Eighth Edition 1992
First Printing

Criteria for Accreditation
1992-1993 Edition

4.5

Consortia and Contractual Relationships

Any consortia or contractual relationship entered into by member institutions **must** comply with all requirements of the *Criteria*. Such arrangements **must** have provisions for the maintenance of standards of quality and **must** be regularly evaluated.

4.5.1 Consortia Relationships

In order to participate in consortium degree or certificate programs, all institutions **must** be accredited by or be a candidate for accreditation with a regional accrediting association to offer credit work at the appropriate degree or certificate level. Any exception **must** be approved by the Commission on Colleges in advance of the formation of or participation in the consortium. The institution's application for exception **must** include provisions for the maintenance of standards of quality. In such instances, an institution shall proceed with the consortium only after approval by the Commission on Colleges.

4.5.2 Contractual Relationships

The Commission on Colleges recognizes the right of a member institution to develop contracts for a variety of services, but reserves the right to prohibit the use of its accreditation to authenticate courses or programs offered under contract. An institution considering a contract with another institution or organization for educational programs or services that involve the granting of academic credit is urged to proceed with extreme caution and is advised to seek legal counsel before developing the contract.

Contracts for educational services and programs **must** be consistent with the purpose, policies and procedures of the institution and must comply with the *Criteria*. The member institution **is responsible** for the qualifications of the faculty and for the quality of all courses offered under contract. (See Commission document "Guidelines for Contractual Relationships with Non-Regionally Accredited Institutions.")

70

BEST COPY AVAILABLE

SECTION 5

Educational Support Services

5.1

Scope of Support Services

Each institution **must** ensure that all students and faculty have access to adequate learning resources and services needed to support its purposes and programs. Because these resources and services are an integral part of the learning experience of students, they **must** be available to all students enrolled in programs wherever they are located or however they are delivered.

5.2

Library

5.2.1 Purpose and Scope

Library resources and services are essential to learning. Priorities for acquiring materials and establishing services **must** be determined with the needs of the users in mind. Thus, with the active cooperation of the administration, faculty, students and library staff, each institution **must** develop for its library a mission statement consistent with its purpose. The library **must** be evaluated regularly and systematically to ensure that it is meeting the needs of its users and supporting the programs and purpose of the institution.

71